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ABSTRACT

Although reading skills transfer from first to second language, there are other considerations when teaching English reading to non-English-speakers. Reading is the foundation for future studies, and should be taught effectively from the beginning for students to have success in their studies. Good readers in any language have experiences that help build knowledge of their surroundings, language skills that help them communicate and understand what is communicated, self-confidence that motivates them to keep trying and learning, and other essential skills. Teachers need to understand how these skills influence their students' progress in learning to read. It is more important for teachers to know how than when to introduce reading. Checklists designed to develop teachers' understanding of sequential skills development can help teachers plan, teach, evaluate, and assess their students. In addition to academic factors, the teacher must consider other factors affecting learning: environmental, affective, and physical influences, teacher attitude, and possible learning problems. Teachers should identify books, materials, and techniques that promote the learning process. Knowing how to guide students through their learning process will provide both the learner and the teacher with success. (Author/MSE)

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TEACHING NON-ENGLISH SPEAKERS TO READ IN ENGLISH

Eiva K. Mellor

Although reading skills transfer from first language to second language, there are basic factors to consider when one is teaching English reading to non-English speakers. Reading is the foundation for future studies. It should be taught effectively from the beginning in order for students to meet with success in their ongoing studies.

Good readers in any language have experiences which help build their knowledge of their surroundings, good language development which helps them communicate and understand what is communicated, self-confidence which motivates them to keep trying and learning, and other essential skills. Teachers need to understand how these influence their students progress in learning to read.

Teachers need basic knowledge of how to help their students become good readers. It is more important to know how to introduce reading than when. The how involves understanding the sequential skills development. Using the checklists put together by Eleanor Thonis and others will help teachers plan, teach, evaluate, and assess their students.

Besides the academic aspects the teacher needs to consider other factors which affect learning - environmental, affective, teacher attitude, physical, and possible learning problems. Teachers need to identify books, materials, and techniques which promote the learning process. Knowing how to guide the students through the learning process will provide both the learner and the teacher with success.

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TEACHING NON-ENGLISH SPEAKERS TO READ IN ENGLISH

Elva K. Mellor

According to Eleanor Thonis while the process of reading is very complex, it consists of two major actions: decoding the written system or making associations between the printed symbols and the oral ones, and attaching meaning to the oral symbols as they are decoded. Reading involves certain proficiencies and skills. The students must meet certain prerequisites in the physical, developmental, social, emotional, perceptual and intellectual areas.

To ESL students certain interferences may come in. The habits of speech in the native language have been overlearned and the English language ones not mastered yet. The printed form of English, the word order, the structures, and the arrangements of sound patterns are different from those the students are familiar with. The wrong meanings may be attached to these as a result of experiences mediated by the native language. Thus with pre-literate students who are learning English and are going to learn to read in English, there is a need to have a carefully planned program of oral English - a period of sound saturation where the students develop meanings for these new sounds and structures in the second language. It is wise to include some experiences relevant to the English culture and language, especially if there is a difference between them and the students' own.

In order to have good readers, teachers:

must **believe** all students will learn to read.
must be **committed** to teaching reading so that students learn successfully the **first** time they are taught.
select the best teaching tools (programs) for both the teacher and students to use.
have **high** standards.

What do good readers have? Good readers have:

A. **Experiences** - Students' thinking is based upon their experiences. If you are teaching underprivileged or deprived students, you will need to provide some experiences for them. These may not always be first hand experiences - some may be through role playing, the use of filmstrips, movies, storybooks, video, etc. Keep the presentation short and make the participation meaningful. Use a few selected structures for practice. Build on the vocabulary presented through the visuals.

B. **Good Language Development** It is important to keep in mind that sometimes students can understand much more in listening and even in reading than they can say or write. There may be confusion in pronunciation. But usually the oral language is indicative of the thinking process and organization of thoughts. Opportunities for the students to practice the use of

complete sentences help develop comprehension and help develop written expression. Sentence structures and vocabulary begin to sound "natural" and the thought process integrates these.

C. **Self-Confidence** The students need to feel a sense of identity and a feeling of self-worth. Any ambivalence or hostility toward the first or second language or the group associated with it may breed insecurity and confusion which can lead to low academic performance and/or fear of being wrong. If the students' native language and/or culture is not viewed favorably, the students' affective filter will not be lowered and learning will not take place as easily. Teacher attitude is very important. It can influence the students' attitudes toward the language, culture, and learning. It is also appropriate to develop self-confidence through making input understandable, meaningful, interesting and relevant. S. Krashen's comprehensible input theory shows how important the affective filter is in teaching and learning.

D. **Basic Skills** There are basic language skills which lead to academic success. Jackie Kiraithe identifies the following:

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1. Control of phonology, receptive and expressive.
2. Ability to produce statements, questions, exclamations.
3. Ability to produce past, present, future concepts.
4. Ability to produce singular and plural forms.
5. Control of a large number of adjectives.
6. Use of basic adverbial forms.
7. Use of prepositions.
8. Color words.
9. Sequential counting.
10. Subject, object and possessive pronouns.
11. Appropriate receptive and expressive vocabulary.
12. Appropriate sentence length.
13. Auditory memory as related to reading retention.

Reprinted with author's permission Kiraithe, Jacqueline M. "If Kids Can Say It, The Battle's Half Won," REACH Vol. I. No. 2, Nov./Dec. 1978. pp. 44 - 49.

If we stop to think about each of these we can see how vital each is to the reading process since they are vital to the thinking process initially. Try to construct a sentence without any of these. Try to think without any of these. Consider how essential these are to holding a meaningful conversation. It is easy to see how vital they are to the reading process where the reader is interacting with what the author is trying to communicate and there are minimum opportunities to confirm whether comprehension is taking place. These skills need to be worked on in the oral language stage where immediate feedback is provided. The transition from the oral to the written form needs to be included in order for the students to become good readers.

Some Basics for Developing Good Readers

Teachers need basic knowledge of how to help their students become good readers. HOW reading is introduced is as important as when. It is important to implement an appreciation for reading - especially for students who have not been exposed to it at home. Opportunities for students to feel comfortable looking at books, being read to, participating while listening, role playing parts of the stories, finding the pleasure in what the written word conveys. This helps them want to learn to read. Let s look at this table for Implementing a Reading Program. Think about how you provide for the development of each of these skills in your classroom.

TABLE 1

Implementing a Reading Program

Reading Skill Area	Skills
Reading Appreciation	- Handles books appropriately. - Understands the purpose of reading. (communication, pleasure, information) - Understands the importance of literacy in our society (job market, knowledge, enjoyment) - Understands that letters and words represent meaningful units. (distinguishes sounds, words, phrases, etc.) - Appreciates being read to aloud. (has ability to understand, interpret, enjoy)
Reading Readiness	- Visual discrimination (check eyesight) - Auditory discrimination (watch for hearing problem, listening for unusual distortions or confusions of sounds)
Reading Readiness	- Vocabulary development: space, time,

Comprehension	number, value, size, color, conditions, cause and effect. (This means: use of prepositions, adjectives, adverbs, etc.)
Higher thinking skills	Comprehension: predicting, locating information, remembering, organizing, and evaluating critically. (The development of the thought process is vital.)

Adapted from Guadarrama, Irma. "A Framework for Developing Early Language and Reading Skills in a Bilingual Nursery Setting," p. 26 Teaching Reading to Minority Language Students. Rosslyn, Virginia. InterAmerica Research Associates, Inc. 1986.

This means that the beginning ESL program needs to be providing experiences leading to success in reading. The teacher can use storybooks for language development by reading daily to the class. Select ones with lots of pictures which convey the meaning and context. Select ones with repetition of phrases or sentences which the students can start repeating or filling in. Illustrations with printed labels will show the students the usefulness of reading and accustom the students to the variations of vowel sounds and their spellings. It is best to have the pictures or illustrations be ones already in the students' oral vocabulary, but should not be strictly limited to that since it is difficult to know the exact extend of the students' vocabulary. It is advisable to employ moderation as excessive use of unknown concepts can be confusing. Role playing parts of the story will make the students more eager to repeat the language and later to use it naturally. Leave the book where students can look at it at their leisure. Try letting the students "retell" parts of the story after they've become familiar with it. Let them draw their own versions of the story.

Ms. Guadarrama proposes that a well-balanced bilingual curriculum include:

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1. goals and objectives concerning language in both structured and unstructured activities.

2. staff development where teachers are continuously learning how to develop a child's languages, new teaching techniques, etc.

3. parent involvment and communication.

4. fun activities for language enrichment such as, songs, rhymes, stories, dramatizations, games, etc.

5. an extensive reading program in both languages.

6. books, charts, real objects, word cards, etc. to complement the reading program which is an integral part of the total curriculum.

7. an evaluation component which monitors the program and assesses it periodically.

Adapted from Guadarrama, Irma. "A Framework for Developing Early Language and Reading Skills in a Bilingual Nursery Setting," p. 26 Teaching Reading to Minority Language Students. National Clearinghouse for Bilingual Education, Rossiyn, Virginia. InterAmerica Research Associates, Inc. 1986.

Look at the curriculum:

The **curriculum** and its goals need to be culturally relevant, meaningful, and sensitive to the needs of the student. It is impossible to seal off the rest of the world and all other cultures and to use only materials which deal with the immediate culture and environment. But the materials used can be presented and discussed in an objective comparing and contrasting manner with the students' own culture. Not everyone can experience a snowball fight or swimming in an ocean or soaring in a spaceship to the moon. But that doesn't mean we can't experience it mentally.

Check the type of interaction taking place.

Verbal interaction between the teacher and the students is very important and needs to include positive language learning experiences at all times. The use of open-ended questions, not ones which the student can answer with a yes, no, or maybe, the use of a friendly conversational style, and a time of silence between student responses will enhance the students' thinking and language development. Keep practicing vocabulary and language structures constantly, yet in casual, fun ways.

Involve all the senses.

Multi-sensory activities will develop a better awareness of the environment and enrich the thought process. Students love rote memorization, action songs, action poems, silly games, stories, rhymes, rote playing, experimenting, etc. Older students like a lot of these as well.

Check your reading program for strengths and weaknesses.

Successful reading instruction will capitalize on the students' language learning ability and their language competence. If your reading program is above the students' language learning ability and language competence, then what can you do to adjust it or change it? No sense in reading which is merely vocalizing with no meaning. Do you need to simplify language, introduce more vocabulary then recommended, take the

lesson very slowly, give a general overview of the complete story and then read it in sections? Gage it to your students. Are THEY learning to read through your teaching efforts?

Check your modeling and error correction techniques. **Good language modeling and effective error correction** by the teacher will have long-term positive effects on the students speech. It is important, however, to know how to use it appropriately. The modeling or error correction is not mimicking the student's speech but conversing with the student through the use of complete and meaningful utterances and helping the student acquire the correct language structures, vocabulary, etc. Get the student to repeat some sentences and show enthusiasm for his/her accomplishment. Once you've had him/her repeat something you were talking about and the student had had difficulty expressing - extend it. For example: T: Where's your notebook? St: (maybe shows the notebook to the teacher or looks for it) T: Say: My notebook is here. It is in my desk., etc. Then proceed to: Where's your pencil? T/St: My pencil is on my desk. T: Very good. You are really learning English.

Let's focus in on some basic skills which students need to develop. The following checklists provide ample guidance for all teachers involved in teaching via the written word. Native English speakers also encounter reading problems.

The first one deals with young students and may be used in their first language. The students should have these skills established in order to proceed to the printed word.

Pre-reading Skills Checklist

1. Can the student sit quietly for a reasonable period of time?
2. Can he pay attention? Does he ignore minor distractions?
3. Does he listen? Does he understand what is said?
4. Can he follow directions given orally?
5. Can he speak clearly? Is his speech free from gross errors and distortions?
6. Does he speak in complete sentences?
7. Does he see likenesses and differences in forms, shapes, letters, words, and word patterns?
8. Can he hear differences and similarities in initial consonant sounds?
9. Does he recognize words which rhyme?
10. Can he arrange a set of pictures in a sequence which makes sense?
11. Does he know the left side of his body from the right side?
12. Can he make his eyes and hands move together in a left-to-right direction?
13. Can he recognize common word meanings in spoken context?
14. Are his experiences commensurate with his age and development?
15. Can he tolerate being part of a group?
16. Can he work alone for short periods of time?

17. Is he interested in print, in words, in books?
18. Can he see the visual details which permit him to match words or to select a word which does not belong to a given group of them?
19. Does he understand that print stands for or represents speech?
20. Does he have the physical stamina and intellectual potential to benefit from a program of reading instruction?

Reprinted with permission from the author Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. Collier Macmillan, N.Y. 1977 p. 37 - 38

The second checklist deals with the reading process. Teachers would benefit from checking the English points against the students' own language. These have usually already been identified and are available through the school district, library, or resource center. If the students already read in their own language then they will only need to work on the English points which are different. It is important to remember that although reading skills transfer from one language to another, the unique spelling and pronunciation of written English will need to be learned.

A Checklist of Word Recognition Skills

1. Can the pupils recognize words by means of phonic analysis?
   a. Do they know the consonants?
   b. Can they discriminate consonants visually?
   c. Do they recognize the initial consonant sounds?
   d. Are they able to associate beginning consonant sounds with beginning consonant symbols?
   e. Do they recognize the ending sounds of consonants?
   f. Are they able to associate ending consonant sounds with ending consonant symbols?
   g. Can they hear and discriminate consonants within words?
   h. Do they know the associations for sounds and symbols of consonants within words?
   i. Can they hear, discriminate, and recognize consonant blends?
   j. Do they know which consonant symbols represent blends?
   k. Do they know consonant digraphs?
   l. Are the sound variatons or irregularities of the written consonant symbols understood? For example, in English, the hard and soft sounds represented by c and g.
   m. Do they know the vowels?
   n. Can they discriminate visually among the vowel forms?
   o. Do they hear the differences in vowel sounds?
   p. Can they discriminate between *long* and *short* vowel sounds?
   q. Do they know the dipthongs, their sounds and their

written forms?
r. Are the vowel idiosyncracies known and understood? For example, in English, the silent *e*, double vowels, vowels influenced by *r*, *a* changed by *l* or *n*.
s. Do they know the common phonograms of the language? For example, *ill*, *ahd*, *at*, *ig*, etc.
t. Can they hear rhyming words and rhyming elements?

2. Can the pupils recognize words by means of structural analysis?

a. Can they hear changes in inflectional endings?
b. Do they know the visual forms (spellings) of these inflectional endings? (-s, -ed,-ing, -er, -est, etc.)
c. Can they recognize and understand meaning units within words - prefixes, suffixes and root words?
d. Can they hear the number of syllables within words?
e. Do they know how words are divided into syllables?
f. Are they aware of the "rules" governing dividing words containing double consonants, single consonants, and consonants plus le?
g. Do they know the meanings of open and closed syllables?
h. Are they able to hear the stress placed upon certain parts of words?
i. Can they recognize compound words made up of smaller words?
j. Do they know the common contractions? Can they hear them and recognize their visual forms?

3. Do the pupils know the *meanings* of the words that they can recognize and decode from the application of the above skills mentioned?

a. Can they infer meanings from context?
b. Can they use pictures to gain meaning?
c. Can they find other words which mean the same thing?
d. Can they suggest words which mean the opposite?
e. Do they recognize words which sound the same but which have different meanings?
f. Can they use the dictionary and the glossary to improve their knowledge of word meanings?
g. Can they use the guide words, pronunciation symbols and alphabet skills to help them find words and word meanings?
h. Do they know the meanings of the common affixes of their language which will help unlock difficult words?
i. Are they able to group words, phrases, parts of sentences to get thought units?
j. Are the common connective words (conjunctions and prepositions) known to them?

4. Have the pupils developed the speed and accuracy in these word-recognition and word-meaning skills commensurate with their age, experience, developmental maturity and background

of reading instruction?

Reprinted with permission from the author (Thonis, E.W. Teaching Reading to Non-English Speakers. Collier Macmillan, N.Y., 1977. p. 76-77.

The third checklist deals with reading comprehension. This shows the importance of the oral foundation. Students who have listened to stories and dealt with these types of questions orally will have an easier time getting meaning from their reading once they have mastered the basic word recognition skills. It is extremely important to be able to associate the printed form with its oral form and understand its meaning.

A Checklist of Reading Comprehension Skills

1. Do the pupils know the meanings of words in spoken context?
   a. Do they know that words may have more than one meaning?
   b. Do they know that words may change their function?

2. Do the pupils know the meanings of words in written context?
   a. Do they know meanings of groups of words?
   b. Can they find meaning in a sentence?
   c. Can they find the meaning in a given paragraph?

3. Can they find the main idea in a given paragraph?
   a. Are they able to discover which of the details give additional information about the main idea?
   b. Can they summarize several sentences into *one* sentence of their own words?
   c. Can they arrange the details and ideas in an order which makes sense?

4. Can they find factual information in their reading?
   a. Can they distinguish between what is real and what is not?

5. Can they read between the lines of print?
   a. Can they use the information given to arrive at conclusions about information not given?
   b. Can they appreciate the feelings or mood of the story?
   c. Can they relate the events or the people to happenings in their own lives?

6. Can they judge the truth and logic of what they read?
   a. Are they able to follow the writer's argument?
   b. Are they able to use previous experiences to help them make decisions about the worth of reading material?

7. Are the pupils able to gain meanings from the figurative use of language?

a. Do they know how to interpret the special meanings of many common figures of speech?

b. Are they able to relate information and understanding gained from reading to other experiences they have had or other reading they have done?

Reprinted with permission from the author. Thonis, E. W. Teaching Reading to Non-English Speakers. Collier Macmillan, N.Y. 1977, p. 21-22.

What are some factors which affect learning? Five factors to be considered are: environmental, affective, teacher attitude, physical, and learning problems. Although all of these are important and need to be considered, until they are carefully analyzed they should not be used to predict or assert that the student will not be able to learn to read. Be aware of these and their implications. Learn how to recognize them.

What does the reading process require of the learner? The reading process requires the learner to develop habits, to be motivated, to have practice and to overlearn so that responses to written language can become as automatic as those to oral language. The reading process demands that the teacher order the learning sequence from simple to complex, known to unknown, and the nonmeaningful to the meaningful. The teacher must also provide an emotional climate which is supportive to the pupils efforts and give pupils the rewards necessary to reinforce learning. An emotional climate should be supportive of the students' efforts and give them the rewards necessary to reinforce learning. (Thonis, 1977)

Something which I have found extremely successful in oral language development and reading readiness is the use of basic spelling books and/or phonic and word analysis books. They usually follow the order of the word recognition checklist. The first grade ones are particularly useful. The vocabulary presented has a lot in common with that which is usually tested in various achievement, placement tests, etc.

These books are usually organized by certain sounds with lots of pictures to illustrate them. Go over the pictures naming them and having the students learn to name them. Then play games: Point to the ..... Show someone near you the ..... Go through colors, sizes, etc. Is the book .....? Move into more complex questions and thought process: Point to something we wear on our hands. Remember to use lots of positive reinforcement for their answers. It's best to try to have students and their books placed so that you can easily spot their responses. It doesn't matter that they "copy" from each other because you are in the process of having them LEARN, you are not at the evaluating stage. Get them to say a sentence using the word. As you move on, you'll reach the point that the students

will remember the words and you can start having them not only print the beginning or ending sounds, but let them copy the complete word under or by each picture as you go through the pages again. They won't misread the words because they have already learned to say it. Don't print the word before they have it in their oral language vocabulary and have learned to use it in sentences. You can even progress into having them use the word in a sentence and print the sentence on the board for them to copy. If it's their creation, they'll enjoy it more.

Sequencing dittos or cards are also very useful for language development and reading readiness. They work well for initiating creative writing as well. First, you make up the simple story for the pictures after they have looked and decided on the correct order. Then you try to get them to either tell something or ask something about the pictures. You can guide them with questions or suggestions: Do you think the little girl needs gloves to build the snowman? Why? Then they may say: Yes. You can help model: Yes, she needs gloves because the snow is cold. Let them make up their own stories which you listen to and write down for them. If your practice this monthly, you will notice their progress in many areas. You'll also see what it is that needs to be worked on. This process is begun in the oral stage and can proceed into the written stage.

It is also important to select beginning reading material where the sentence structures build up gradually and there is plenty of repetition. Look at this page (See Appendix A) from a second grade ESL book:

Look at picture one and observe how the sentences build up. Notice:

"Tim and Pedro are walking.
They are walking to Tim's home." (Mellor, 1987)

Notice the repetition:

"Tim is saying, 'Let's play.'
Pedro says, 'O.K. Let's play.' " (Mellor, 1987)

This helps the students grasp the concepts and role play the selection easily.

Plan exercises to guide the student or look for these types: (See Appendix B). The fill in the blank exercise has the first letter of the missing word given. This helps the student learn and find success. After all, the purpose is to educate the students - not to trick them. In the scrambled sentences the first word for the sentence is capitalized. This is a helpful clue.

As the students progress into higher level reading comprehension selections, help them find the answers. Some students get frustrated, confused, and/or discouraged because they cannot understand where some answers are. In the reading

selection from a fourth grade ESL book (See Appendix C & D) "The Western Hemisphere" the ten reading comprehension questions fell into three different levels of comprehension. Question 1, 6, 9, and 10 could be considered simple type of recall - or seek and find. The major obstacle would be the change in the verb form in question 1. Questions 2 and 7's answers are also easily located but require the knowledge of the opposites. Questions 3, 4, and 5 require looking at the accompanying map and being able to identify the three countries. Question 8 requires a higher thinking process, understanding that if A is bigger than B and C is bigger than A, than B cannot be bigger than C. The level of language development needed is complex since there are irregular plurals, use of comparatives and superlatives, use of reference pronouns, etc. However, these should have been developed all along and have become part of the student's integrated learning, especially if a natural language approach was used.

When teaching reading, the focus needs to be on the complete process - language development, thought process, decoding the written system and interacting with the reading. Teaching non-English speakers to read in English requires being able to detect the problems encountered by them as compared to first language English speakers as well as knowing the basic components of what makes a successful reader and a successful reading teacher. Awareness of these and putting them into practice will make both teaching and learning process more enjoyable and successful for all involved. Walking the students through the learning process will make them more successful when they are challenged with practice and evaluation. Reading should be enjoyable. Helping students read can be a gratifying experience for teachers who understand how the reading process develops.

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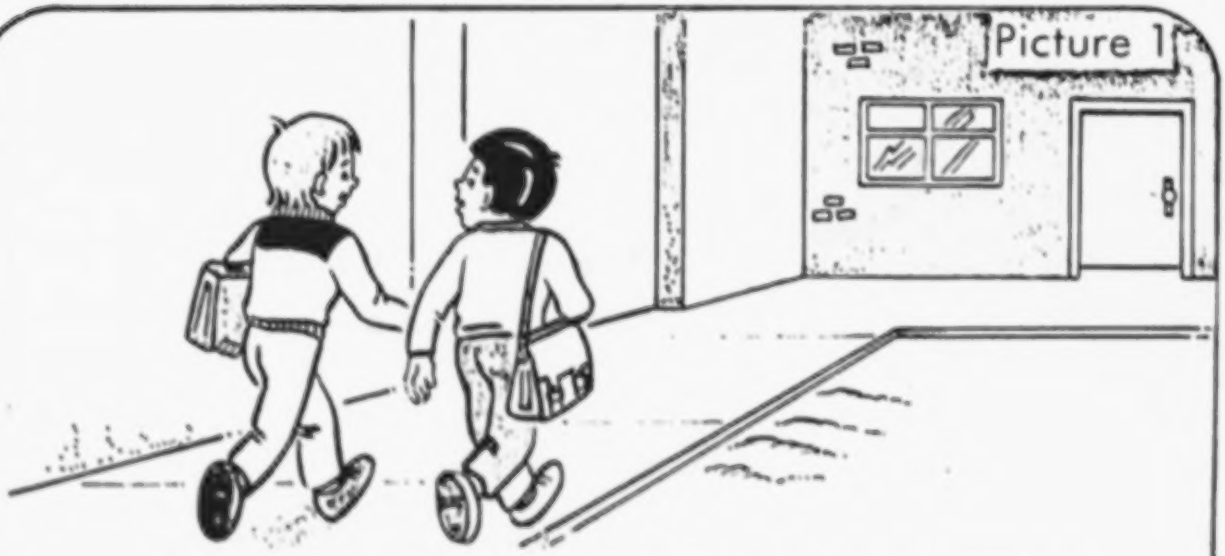
LESSON 2: Pedro's Lost Appetite



Tim and Pedro are walking. They are walking to Tim's home. Tim is saying, "Let's play." Pedro says, "O.K. Let's play."

"Do you want to eat?" asks Tim.
"Yes, let's eat," says Pedro. 'Let's eat and drink."

LESSON 2: Pedro's Lost Appetite

I. Finish the sentences with these words: want, run, mad, not, drink, ard.

1. She is n_____ m_____ .
2. Tim a_____ Pedro are here.
3. Dogs r_____ .
4. They w_____ ice cream.
5. They d_____ milk.

II. Write these sentences correctly:

1. ate much Pedro too

_____

2. is sick Tim

_____

3. walking are home We

_____

III. Put a period after a sentence. Put a question mark after a question.

1. Is he fat
2. Tim is mad
3. I am not mad
4. Can you run

Mellor, Elva R. FUN WITH ENGLISH McGraw-Hill de Mexico, S.A. De C.V. Mexico. 1987.

Look, Susie, this is where we live.
Yes, that's California. Here's the Pacific Ocean and here is Mexico.
This map shows the Western Hemisphere.

28 Mellor, Elva R. FUN WITH ENGLISH McGraw-Hill de Mexico, S.A. De C.V. Mexico. 1987

Reading: The Western Hemisphere

Hemispheres divide the earth. The map on page 28 shows the western hemisphere. On the northern part is Canada, the U.S. and Mexico. These are countries. A continent is bigger than most countries. A hemisphere is bigger than a continent.

There are several small countries below Mexico. These are in Central America. They are above the Panama Canal.

Below the Panama Canal is South America. Brazil is the biggest country in South America. It is on the east coast. Colombia, Ecuador, Peru, and Chile are on the west coast.

The Gulf of Mexico is smaller than the Pacific or Atlantic Oceans. The Caribbean Sea is smaller than the Gulf of Mexico. A sea is smaller than an ocean.

COMPREHENSION QUESTIONS

- Answer the questions with complete sentences.

1. Which hemisphere was shown on the map on page 28?

2. Were Canada and the U.S. in the southern part of the western hemisphere?

3. Which country is above Mexico?

4. Which country is below Canada?

5. Is the U.S. between Canada and Mexico?

6. Is a country bigger than a hemisphere?

7. Which is bigger, an ocean or a sea?

8. Are the countries in Central America below the Panama Canal?

9. Which is the biggest country in South America?

10. Which countries are on the west coast of South America?

Mellor, Elva R. FUN WITH ENGLISH McGraw-Hill de Mexico, S.A. De C.V. Mexico. 1987.